

National Congress Bulletin



APRIL 1959 • PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 26, NO. 8

Dear P.T.A. President:

S THE DAY before Easter, and I am writing to you from the two-motor plane that is carrying me from the National Congress office to the home of "one of my families." Loved ones will be there, with whom to attend services, grandsons to help remember the source of parent-teacher dedication, and parents to prove the power that lies in the home they create.

» Brief as it is, this visit serves to sharpen in my mind and

THE WHITE HOUSE
WASHINGTON
March 18, 1959

Dear Mrs. Parker,

Thank you so very much for coming to the White House this morning and presenting to me the President's and my Life Membership Citations of the National Congress of Parents and Teachers.

These certificates are truly handsome, and I will see to it that the President receives his Citation, together with his card and pin. I, too, shall treasure my membership card, and hope to wear my pin should I ever visit our grandchildren's school.

It was good meeting you today -- I enjoyed our brief visit very much. I hope you will express the President's and my warmest appreciation to all the members of your organization.

Sincerely,

Maria D. Eisenhower

Mrs. James C. Parker
Office of the President
National Congress of Parents and Teachers
700 North Rush Street
Chicago 11, Illinois



© Wide World Photos

» Mrs. Eisenhower and Mrs. Parker

heart the image that has kept me active in the parent-teacher organization since that high point in family experience when our first daughter began her "kindergarten career"; that we—you and I, my fellow presidents—always concentrate on the reason for our service: children in homes; children in schools; and children living in the broader community, which can make more meaningful all they are or may all they might be.

» Perhaps what I say is a part of the spring mood. However, I do want to tell you that on March 18 it was my pleasure to present to President and Mrs. Eisenhower, through acceptance by Mrs. Eisenhower, Life Memberships in the National Congress of Parents and Teachers. (Her hat certainly was in the spring mood and mode!) The ceremony was brief and genuinely informal, and her responses were spontaneous and friendly. She emphasized to me the fact that she and the President have "four reasons" for being much interested in children and youth, and that she will surely "wear the P.T.A. pin" when she visits her grandchildren's school.

» I hope the President will wear his pin, too. He was engaged the day of our meeting in signing the Hawaii statehood bill. For this we all rejoice with our dear P.T.A. friends

(Continued on next page)

(Continued from first page)

whose long delayed hopes and wishes for statehood status have at last been fulfilled. Greetings to you, soon-to-be State of Hawaii!

» My trip to Washington had been scheduled many months ago, because I was to act as chairman at a meeting of the Advisory Committee on Young Workers, which in turn "advises" the Bureau of Labor Standards on policies and activities as they relate to the employment of boys and girls. Secretary of Labor Mitchell came in to the meeting to tell us about some of the questions for which he is seeking answers. Mr. A. W. Molley, director of the Bureau of Labor Standards, listened patiently to our comments. It is he who will eventually have to decide which committee ideas are feasible and which will only make more difficult the conditions under which many young workers begin their working lives.

» With the combined experiences of superintendents of schools, guidance and personnel directors, businessmen, labor leaders, church leaders of different faiths, social workers, and representatives of government and volunteer organizations (such as the P.T.A.) to help us, we realistically faced such questions as: What shall we do for young people for whom school has come to mean merely a place to stay in until one is sixteen? How can a school be more useful to these young people, who, so soon in the future, will become parents, voting citizens, and workers? How can school, business, labor, and the community combine efforts to help boys and girls adjust to the transition from school days to work days in such a way that it will add to their capacity and also be of benefit to them as well as to our nation?

» These are samples of our deliberations, but if I were to sum up briefly the outstanding, basic conclusion of the two days, I would say it was that the community must join all its related forces to help young people enter into work life usefully and successfully. The P.T.A. should learn how this can be done, and determine that it shall be done. It can help the wave of new young workers that will soon be flowing out into city and country.

Sincerely yours,

MRS. JAMES C. PARKER, President
National Congress of Parents and Teachers

COMMUNITY ACTION AGAINST POLIO

- Danger from a serious outbreak of polio is mounting in communities across the country—90 million Americans have not had a single shot of Salk vaccine! Two Americans in three are thus risking their lives. And 17 million cannot be considered adequately protected because they have not completed their series of three shots.

With the introduction of the Salk vaccine in 1955 and subsequent campaigns for its use, the polio rate dropped dramatically in 1956 and 1957. In 1958, however, the trend was reversed and the number of paralytic cases reported was up 44 per cent over 1957.

The only way to write off the threat from widespread polio, The National Foundation says, is with an *aggressive, well-planned program of community action*—one that involves the co-operation of health authorities, medical societies, civic and business leaders; vigorous publicity campaigns; and face-to-face talks with individual families, the uninformed, the complacent, and the "hard-to-reach" groups that usually are not motivated by national campaigns.

THE PROBLEM IN PARTICULAR

- More than half of all paralytic polio cases in 1958 occurred among youngsters below the age of five, a third of whom had not had any vaccine.
- The unprotected are largely in the low-

income and underprivileged groups, especially in concentrated population areas.

- Protection is necessary for *everyone*, through *three properly spaced shots*. Vaccine is plentiful.

SUGGESTIONS FOR COMMUNITY ACTION

Community-wide, effective vaccination programs sponsored by responsible local groups are essential. P.T.A.'s, for example, can . . .

Provide the spark to set off action.

Make contacts with the county chapter of The National Foundation for information, or write to The National Foundation, 800 Second Avenue, New York 17, New York.

Obtain backing from the local health officer and the medical society, and then help to set up a steering committee of community leaders.

Help to identify "soft spots" or "danger areas" by community analysis of the extent and characteristics of the unprotected.

Use all possible publicity media to urge vaccination.

Set examples—get "shot."

Help recruit the many needed volunteers.

Involve persons in the hard-to-reach group in fact finding and action planning.

Help plan local programs based on facts.

HEALTH SCHOLARSHIPS

• As a major part of its expanded attack on disease, The National Foundation is launching a nation-wide multi-million-dollar Health Scholarship Program to enable young Americans to supply the skilled manpower needed in five key health fields: medicine, medical social work, nursing, physical therapy, and occupational therapy. The new program, while aiming at an increase in trained health personnel, puts major emphasis on stimulating interest in the broad field of health and encouraging young people to choose "careers that count" in the welfare of the nation.

A minimum of 505 Health Scholarships will be offered each year, beginning in 1959. Each scholarship awardee will receive \$500 a year for four years, if he maintains scholarship standards.

Because education requirements for the five professions vary, scholarships will be made available as follows: (1) *nursing, physical therapy, and occupational therapy*—to all graduating high school students who have been accepted for approved programs by accredited colleges or universities; (2) *medical so-*

cial work—at the college junior year, extending through two years of required graduate work; and (3) *medicine*—at the college junior, senior, or first graduate year, depending on the requirements of the medical school.

For more information about these scholarships, write to "Health Scholarships," The National Foundation, 800 Second Avenue, New York 17, New York.

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Volume 26 APRIL 1959 Number 8

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EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

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What P.T.A. Has Accomplished

Nation-Wide Record of Successes Told

BY RUTH MOSS

That the parent-teacher organization is newsworthy we all know. Even in 1897 it was, in the words of a reporter who covered the first meeting of the National Congress of Mothers, "the most unique Congress from Nineveh to now."

The *Chicago Daily Tribune*, recognizing a subject that is of interest to most of its 900,895 readers, is now running a series of articles on the P.T.A. Additional interest in the articles is being sparked by the *Tribune's* offer of \$25.00 to any reader if his letter on "What the P.T.A. Means to Me" is chosen for publication in the newspaper. Thus far articles and letters have been both informative and provocative—gratifying proof of the fruits of P.T.A. effort.

Under the title "What Makes a P.T.A. Effective," Ruth Moss tells what some Chicago principals think of their P.T.A.'s. Said one: "If I have 30 P.T.A. members on my side, I feel I have 30 public relations persons working for me in our neighborhood."

Another principal, when asked the secret of a successful P.T.A., said, "It takes a lot of interest and cooperation from the principal and general teaching staff. At our school we have 100 percent cooperation, and the staff's vital interest gives a tremendous strength to the school and to the children."

Still another feels that "it's tremendously important for the parents to understand the curriculum, the educational program, and the philosophy of the school. . . . We find the P.T.A. a wonderful clearinghouse for problems."

In one article, "What P.T.A. Has Accomplished," a few of the codes drawn up and published by students, teachers, and P.T.A. workers were cited. Further examples of P.T.A. accomplishments included the solving of a traffic problem near a Detroit school, where cars stood bumper to bumper as children wormed their way in and out of the line to reach their parents. Now and then a car loaded with children cut out of line and pulled away, barely missing the youngsters. . . ." A mother, concerned with the situation, "went to the bone, called the P.T.A. president. As a result, that P.T.A.'s traffic and safety

committee was born. This mother's inspiration led to paved streets around the school, a traffic pattern for cars, and an effective safety education program."

In the same story Miss Moss tells of the Summer Round-Up of the Children, the National Congress nation-wide health program, which was established in 1925 and which preceded the present program of continuous health supervision: "More than 4 million preschool children received physical examinations before the program was taken over gradually by boards of education throughout the country. Similarly, P.T.A.'s have been credited with the success of many polio vaccine programs."

P.T.A. effort on behalf of lighted schoolhouses was given attention in another article. In 1951, Miss Moss wrote, the Madison P.T.A. in Chicago asked "that the school be kept open evenings as a neighborhood social center, as part of the board of education's limited social center program begun in 1938.

"That year the Illinois legislature passed the tax rate which made a reality the hard-fought 'lighted schoolhouse campaign,' sparked by P.T.A.'s and other organizations. Now 75 elementary schools and 21 high schools in the city are open after school as social centers."

The first prize-winning letter came from a Chicago mother: "My husband and I were born and educated in Europe. . . . What is common knowledge to every parent educated in this country was a big question mark to us. What would the school expect of us as parents? What supplies should we provide? When could we meet the teacher?

"That's where the P.T.A. came to our rescue: by helping me meet other mothers, through interesting lectures and programs, and, finally, by giving me a chance to work. As a library committee chairman, I have learned the answers to once disturbing questions and gained insight into vital problems. . . . Where the P.T.A. strives to meet community needs, it will be successful."

From a Battle Creek, Michigan, father with eight years' service as a committee member, council delegate, and P.T.A. president: "The P.T.A. is a tremendous force for good, but too often the P.T.A. workers are those who will serve rather than those who can best serve.

"P.T.A. membership can be rewarding. I shall always treasure the friends gained and be thankful for the personal growth experienced in officer and committee work. I shall be ever respectful of the devoted people in the educational field. . . .

"My only regret is that more P.T.A. members haven't shared the experiences of the P.T.A. If they had, there would be little doubt of the worth of our public schools, nor any lack of facilities or teachers or opportunity, anywhere in the land."

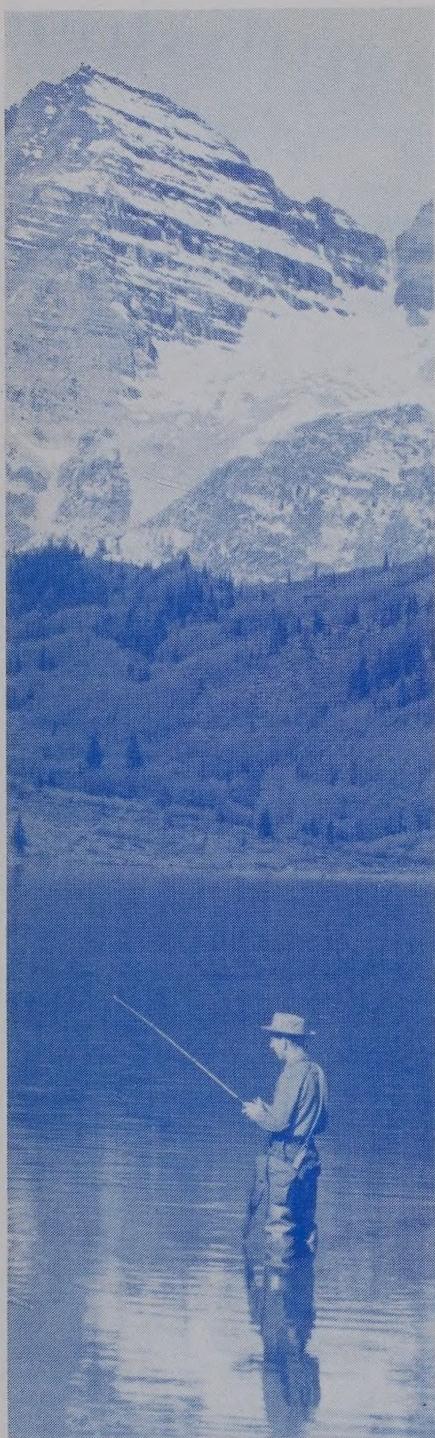
On the other hand, a Skokie, Illinois, mother believes that it's an understatement to say her P.T.A. is simply effective. "Not only our children but our whole community recognizes its influence. Our organization operates strictly according to P.T.A. policy. Officers are carefully and prayerfully chosen. From good leadership stems cooperation! Interest is created by using as many parents as possible in committee work, thus eliminating the danger of a few 'running the organization.'

"Programs never are planned for entertainment but are aimed at acquainting parents with everything pertaining to their school child. The parent education committee is indispensable in incorporating panel discussions and question-and-answer periods into the programs to encourage parent participation. We adhere to the policy 'Never have a mediocre program,' to assure full attendance every month.

"Personal contacts with parents are maintained through a parent-principal hour from 9:30 to 10:30 every morning. A school representative calls on new people in the community to welcome them and answer questions about the school or community. Our teachers are appreciated; we tell them so by word and deed."

A Indiana teacher closes his letter with this paragraph: "I have taught in both kinds of situations [with and without P.T.A.'s]. I prefer the school which has a cooperative P.T.A., where teachers and parents try to understand each other's problems and try to solve them at a common meeting place, the P.T.A."

• Thank you, Miss Moss, for a series well conceived and well presented.



Photos © Denver Convention
and Visitors Bureau

ACTION PROGRAM GUIDE

► A pamphlet on the new Action Program will be released at the time of the National Congress convention, May 17-20. As in previous years, the booklet will contain numerous suggestions for helpful projects, all of which can be easily adapted to local situations as P.T.A.'s implement the administration theme, "Strengthening the Home, Source of Our Nation's Greatness."

"Where hills are lofty and rivers run deep," parent-teacher members will this year seek answers to questions of far-reaching importance.

NATIONAL CONVENTION • 1959

• Advance Program Information •

CONVENTION KEYNOTE:

"The Family and the Growing Personality"

ADMINISTRATION THEME:

"Strengthening the Home, Source of Our Nation's Greatness"

SUNDAY—May 17, 1959

Arena, Municipal Auditorium

4:00 p.m.

4:30 p.m.

Theatre, Municipal Auditorium

6:00 p.m.

**Silver Glade Room,
Cosmopolitan Hotel**

7:30 p.m.

Theatre, Municipal Auditorium

8:30 p.m.

Theatre, Municipal Auditorium

REGISTRATION: 10:00 a.m. to 3:30 p.m.

ORGAN RECITAL

VESPER SERVICE, including a memorial to former parent-teacher leaders

ADDRESS: Tomorrow Begins Today

THE REVEREND REUBEN K. YOUNGDAHL, D.D., Pastor, Mount Olivet Lutheran Church, Minneapolis, Minnesota

BUFFET SUPPER: Honorary National Life Members

EVENING SING

PAGEANT PRESENTATION

Presiding: MRS. JAMES C. PARKER, President

INTRODUCTORY TALK: KENNETH E. OBERHOLTZER, Superintendent of Schools, Denver, and former Second Vice-president, National Congress

PAGEANT: DENVER PUBLIC SCHOOLS

MONDAY—May 18, 1959

Arena, Municipal Auditorium

GENERAL MEETING I

9:30 a.m.

Theatre, Municipal Auditorium

REGISTRATION: 8:00 a.m. to 6:00 p.m.

Presiding: MRS. JAMES C. PARKER, President

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

WELCOME

MRS. R. J. ARNOLD, President, Colorado Congress

GREETINGS

RESPONSE

MRS. CLIFFORD N. JENKINS, First Vice-president

INTRODUCTION OF NATIONAL EXECUTIVE COMMITTEE

REPORTS: Officers and Committees

1960 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

MRS. ROLLIN BROWN, Immediate Past National President and Chairman of the National Committee for the 1960 White House Conference on Children and Youth

REPORT OF COMMITTEE TO NOMINATE NATIONAL OFFICERS

KEYNOTE ADDRESS: In Search of Answers

MRS. JAMES C. PARKER, President

Presiding: MRS. JAMES C. PARKER, President

NATIONAL PARENT-TEACHER MAGAZINE AWARDS

MRS. CLIFFORD N. JENKINS, Chairman, Board of Directors, The National Parent-Teacher

SYMPOSIUM: Starting Point—Human Relationships



Denver's Municipal Auditorium, scene of 1959 national convention meetings, is within easy walking distance of principal downtown hotels.

Moderator and Discussion Leader: A. A. LIVERIGHT, Director, Center for the Study of Liberal Education for Adults, Chicago

Participants:

Influence and Effect of Family Life on the Child's Adjustment in School and Community

ROBERT J. HAVIGHURST, Professor of Education, University of Chicago

Interrelationships Within the Home

EDWARD D. GREENWOOD, M.D., Menninger Foundation

The Necessity of Controls

DOUGLAS D. BOND, M.D., Western Reserve University

Maturity Profiles and Traits

FRANCES L. ILG, M.D., Director, Gesell Institute of Child Development

INFORMATION CENTERS: Conducted by National Chairmen and by the National Council Advisory Service Committee

Presiding: MRS. JAMES C. PARKER, President

KOSHARE INDIAN DANCERS

GREETINGS

INTRODUCTION OF NATIONAL CHAIRMEN

ADDRESS: Education and the Image of Man

MAX LERNER, Professor of American Civilization, Brandeis University

TUESDAY—May 19, 1959

REGISTRATION: 8:00 a.m. to 6:00 p.m.

ELECTION OF OFFICERS

Presiding: MRS. JAMES C. PARKER, President

PANEL PRESENTATION: How the P.T.A. Reinforces the Family

Moderator and Discussion Leader: OTTO YNTEMA, Director of Field Services, Western Michigan University

Participants: NATIONAL CHAIRMEN of Committees on Cooperation with Colleges, Exceptional Child, Health, Mental Health, Parent and Family Life Education, Recreation, and Rural Service

Discussion

Presiding: MRS. JAMES C. PARKER, President

SYMPOSIUM: An Appraisal of the Parent-Teacher Partnership

Presentation of Subject: MARTIN ESSEX, President, American Association of School Administrators

Discussion Leader: THURMAN WHITE, Dean of Extension Division, University of Oklahoma

Analysts:

J. C. MOFFITT, Second Vice-president, National Congress, and Superintendent of Schools, Provo, Utah

ATTENTION, DELEGATES!

► The registration desk for the national convention will be located in the Arena of the Municipal Auditorium. Voting delegates must present identification cards when they register. All other members wishing to attend the convention must present membership cards. Each person then receives a card that will admit him to convention meetings.

Hours for registration are:

Sunday	10:00 a.m. to 3:30 p.m.
Monday	8:00 a.m. to 6:00 p.m.
Tuesday	8:00 a.m. to 6:00 p.m.
Wednesday	8:00 a.m. to 2:00 p.m.

Do not fail to register at the auditorium; it will not be possible to register elsewhere.

COMING IN THE MAY NATIONAL PARENT-TEACHER

On the Tip of Young Tongues by Ruth Morgan. Psychologists now know that early childhood is a most favorable time for learning a foreign language. To see how foreign language study can be made meaningful for young children, we look over one of the nation's earliest and most influential programs—that of El Paso, Texas.

What Makes a Good School Day? by Jennelle Moorhead and Lucille Danielson. Two educators tell what they learned from asking 3,300 children in the Oregon schools to write an essay on "What Makes a Good School Day for Me."

What "Special" Children Can Teach Your Child by Jackoline Hertz. In Richland, Washington, special education classes are integrated into the public school curriculum. The author finds that her children gain much from daily association with handicapped children—"everyday lessons in compassion and courage, consideration for others, and unselfishness."

Seeing the True America . . . Through the International Exchange Program by Theresa S. Brungardt. Vermont's state director of recreation describes how exchange students coming to Vermont get glimpses of the "true" America by observing democracy at work in family and community life.

NATIONAL CONVENTION, Continued (Tuesday)

4:00 p.m.
to 5:30 p.m.

**GENERAL
MEETING VI**
8:00 p.m.

Theatre, Municipal Auditorium

Arena, Municipal Auditorium

**GENERAL
MEETING VII**
9:00 a.m.

Theatre, Municipal Auditorium

**GENERAL
MEETING VII**
1:30 p.m.

Theatre, Municipal Auditorium

3:30 p.m.
to 5:00 p.m.

6:00 p.m.
to 8:00 p.m.

**GENERAL
MEETING VIII**
8:30 p.m.

Theatre, Municipal Auditorium

PAUL J. MISNER, Chairman, Committee on School Education, and Superintendent of Schools, Glencoe, Illinois
KENNETH E. OBERHOLTZER, Superintendent of Schools, Denver, and former Second Vice-president, National Congress

Commentators: REGIONAL VICE-PRESIDENTS

INFORMATION CENTERS: Conducted by National Chairmen

Presiding: MRS. JAMES C. PARKER, President

MUSICAL FEATURE: CHORAL-AIRES OF COLORADO STATE COLLEGE

INTRODUCTION OF STATE PRESIDENTS

REPORT OF ELECTION COMMITTEE

ADDRESS: The State of the Nation's Mental Health
HAROLD D. LASSWELL, Professor of Law, Yale University

WEDNESDAY—May 20, 1959

REGISTRATION: 8:00 a.m. to 2:00 p.m.

Presiding: MRS. JAMES C. PARKER, President

ADDRESS: RUTH STOUT, President, National Education Association

PRESENTATION OF HONORARY NATIONAL LIFE MEMBERSHIP

INTRODUCTION OF STATE AND LOCAL CHAIRMEN OF STATE PLANNING COMMITTEES

ADDRESS: ANAND MALIK, Visiting Professor of Education, University of Idaho

Discussion Leader: GALEN SAYLOR, National Congress Treasurer

Presiding: MRS. JAMES C. PARKER, President

REPORT OF RESOLUTIONS COMMITTEE

GREETINGS

ADDRESS: EVELYN MILLIS DUVALL, Author and Lecturer on Marriage and Family Life; Director of Adolescent Study Course in "National Parent-Teacher"

Discussion Leader: MRS. C. WHEELER DETJEN, Chairman, High School Service

INFORMATION CENTERS: Conducted by National Chairmen

RUSH TO THE ROCKIES DINNERS

Locations:

Silver Glade Room, Cosmopolitan Hotel
Lincoln Room, Shirley-Savoy Hotel
West Ballroom, Brown Palace Hotel

Presiding: MRS. JAMES C. PARKER, President

MUSIC: BOULDER SENIOR HIGH SCHOOL ORCHESTRA

ADDRESS: Russia's New Look

MARGUERITE HIGGINS, Journalist, Author, and Recipient of Pulitzer Prize for Reporting, 1951

The Neighbors

PTA MEETING

By George Clark



"Try to behave yourself. Don't whisper, fidget, or carve your initials on the desk."

© Permission Chicago Tribune-New York Daily News Syndicate

FOUNDERS DAY ON TV

• A number of educational TV stations used the Founders Day script and cartoons sent to them by the National Congress. The cartoons illustrated a point made in the script—that "the readiness with which the P.T.A. has become part of our humor is in itself a measure of how meaningful it is to our people."

Among the stations that reported use of the materials were KLSE-TV, Monroe, Louisiana; WDTR-WTVS-TV, Detroit, Michigan; WKAR-TV and WMSB-TV, East Lansing, Michigan; KOMU-TV, Columbia, Missouri; WOSU-TV, Columbus, Ohio; KOAC-TV, Corvallis, Oregon; WKNO-TV, Memphis, Tennessee; WHAT-TV, Madison, Wisconsin; and WMVS-TV, Milwaukee, Wisconsin.

"Wake Up and Read!"

• The objectives of National Library Week, April 12-18, as stated by the National Book Committee and the American Library Association, its sponsors, are to encourage reading by Americans in all walks of life and to promote the use and support of libraries of all kinds—in the home, for the public, and in schools and colleges.

Mrs. Aaron E. Margulis, National Congress chairman of Reading and Library Service, suggests that P.T.A.'s might cooperate in observing National Library Week by emphasizing "the value of reading in the home, for both children and adults, and public and school library service—all suitable topics for programs in local units during April." She also points out that a program built around the National Congress' statement on school libraries and the P.T.A. would be especially appropriate for units in schools that do not have libraries.

► ARE YOU MAKING SURE your members will be equipped with the materials they'll need—**Guiding Children as They Grow** and every issue of **National Parent-Teacher**—when your state launches its plans for the **National Congress Action Program?**

COUNCILS IN ACTION...

P.T.A. SERVICES ARE UNITED THROUGH
COUNCIL CONFERENCE AND COOPERATION

Dallas City Council • Texas • The council has been concentrating on efforts to raise the level of entertainment for children and youth and to have objectionable reading materials removed from the city's newsstands.

As a first step, the council planned a workshop consisting of two panel discussions. One panel, composed of representatives from the juvenile and police departments, the clergy, the district attorney's office, and news distributors, discussed "Let's Face the Facts"—the facts" being the effects of objectionable literature and entertainment on young people. In the second panel discussion, "Let's Raise Our Sights," representatives of the public library, the TV industry, and a motion picture screening board pointed out to parents and industry their responsibilities for providing children with the best in entertainment.

Then came "Action Week," during which members of P.T.A.'s examined leading material displayed on their neighborhood newsstands. For the most part merchants cooperated generously in this endeavor. One magazine distributor voluntarily removed thirteen publications from his list when he found they were objectionable.

Cooperative action by ministers, church groups, and women's clubs, plus special stories, pictures, and editorials in the newspapers, helped the council in this campaign to improve community environment.

Jefferson County Council • Kentucky • To clarify views toward the improvement of education for Kentucky's children, the council mailed a questionnaire to state senators and representatives from the district and to gubernatorial candidates. The survey covered fifteen questions, adapted from the 1959-60 legislation program of the Kentucky Congress, and invited suggestions on how added revenue should be acquired to improve education in the state. The answers given on the questionnaires will be tabulated and sent to P.T.A. presidents in Jefferson County for distribution to more than 28,000 members.

Newton Council • Iowa • Representatives from all rural schools in the district were brought together by the council to get acquainted. Purpose of the meeting was to provide an opportunity for rural and town parents to meet and discuss ways of cooperating in a program of common interest—the health, education, and welfare of their children.

Thirty-third District • California • The district has set up a training course for unit and council publicity chairmen, which it conducts at the request of a council. During the series of four classes, members of the district's communications department discuss such topics as the purpose and importance of P.T.A. publicity, tools and references, budgets, how to write a good news story, posters and exhibits, pictures, and relations with newspaper editors. In the final class, publicity chairmen compile a model miniature publicity book, which serves as a permanent reference. Response from councils indicates that the course is filling a need, reports Mrs. Charles A. Woods, district director of communications.

Gulfport City Council • Mississippi • A city-wide Founders Day meeting arranged by the council featured a panel discussion, "Recognizing and Teaching Our Gifted Children." Four panel members—an engineer, a businessman, a psychologist, and a P.T.A. mother—supplied the questions. Six other members—the superintendent of city schools, the coordinator of elementary education in the city, the high school guidance counselor, a junior high school mathematics teacher, an elementary school teacher, and the state congress chairman of the committee on the exceptional child—served to answer the questions put to them. From this questioning and answering came the distinct and worthwhile picture of what is being done for gifted children in Gulfport schools, as well as what more needs to be done.

All Councils • Wisconsin • Every council in Wisconsin has been invited by the state congress to sponsor a leadership training course for its local units. Additional help for the service will be provided by the Extension Division of the University of Wisconsin.



© Earl Dible

- Publicity chairmen of units comprising the Santa Monica Council compile miniature books during the training course given by California's thirty-third district.

BULLETIN

BOARD

PTA.

FOR AND ABOUT P.T.A.'S



© Barney Wozniak

- Mrs. Jess Thaten, president of the Campus P.T.A., Boise, Idaho, displays her unit's procedure book, which won special commendation for being the most useful procedure book displayed at the Idaho Congress convention. With Mrs. Thaten are Keith Keener, principal of Campus School, and Mrs. Keener. In the background, other convention delegates look over procedure books exhibited by units in the state.

- **PROBLEMS FACED BY ITS SCHOOL SYSTEM** and by suburban schools in general were discussed at a meeting of the Ravinia School P.T.A. in Highland Park, Illinois. A panel of two school board members, the superintendent of schools, and the guidance counselor of the district answered parents' questions about curriculum, class sizes, school safety, and physical improvements.

- **TO IMPROVE RECREATIONAL FACILITIES** in the community, the Arthur Street P.T.A. (Hazleton, Pennsylvania) has taken the initiative in getting action by local citizens and organizations. A panel discussion on "Provision of Community Recreation—Whose Job?" which it sponsored, featured members of the recreation board, the city council, and the school board.

- **"FOR MAINTAINING A WHOLESOME ATMOSPHERE** in his theater," Lester Stepner, theater manager in Evanston, Illinois, was lauded by the city's twenty-two P.T.A.'s. The citation they presented to him expressed appreciation for "presenting special programs for our children; for the cleanliness and discipline in the theater; and for his cooperation with parent and civic organizations in our community." Mr. Stepner, a family man who thinks film fare should be for the whole family, believes in selecting "movies that are suitable for children and that have been approved by the P.T.A. and the Legion of Decency."

• **EVERY ONE OF THE 967 FAMILIES** sending children to the Lake Lucina Elementary School, Jacksonville, Florida, is represented in the school's P.T.A. this year. This successful record is attributed to the cooperative efforts of the unit's president, membership chairman, and room representatives, who personally called on many parents.

• **THE NATIONAL CONGRESS' PROGRAM** of continuous health supervision of children from birth through the school years is being given some good promotion by units in Iowa. The Roosevelt P.T.A. in Waterloo, for instance, put on a demonstration of "Your Child's Physical Education Progress," under the guidance of Florence Martin, Waterloo physical education director. Emotional health was stressed by the Frances Grout P.T.A. (also in Waterloo) at one of its meetings when Henry Suozzi, of the Black Hawk Mental Health Center, spoke on "Understanding the Emotional Needs and Problems of Children."

• **BETTER UNDERSTANDING** between students, parents, and teachers resulted from the Sellersburg (Indiana) P.T.S.A.'s series of study-group discussions. Students and their parents and teachers welcomed this opportunity to express feelings and exchange viewpoints on a variety of topics.

✓ CHECK YOUR CALENDAR

Teaching Career Month (April). Write to the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C., for a list of available materials.

Mental Health Week, April 26-May 2.

Child Health Day, May 1.

Armed Forces Day, May 16.